DOCUMENT RESUME

ED 054 575 EC 033 224

TITLE	Minority Groups: Exceptional Child Bibliography Series.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Feb 71
NOTE	20p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	American Indians; *Annotated Bibliographies; *Bibliographies; *Disadvantaged Youth; Ethnic Groups; *Exceptional Child Education; Mexican Americans; *Minority Groups; Negro Youth; Research Projects

ABSTRACT

Seventy-six references are included in the annotated bibliography dealing with minority groups, particularly the education of children from minority groups. Entries include texts, journal articles, and many research reports. Some of the major topics covered by the documents are American Indians, Mexican Americans, Negro youth, ethnic groups, cultural disadvantagement, socioeconomic disadvantagement, educational needs environmental influences, intelligence, mental retardation, and teaching methods. The bibliography, which contains bibliographic data, availability information, indexing and retrieval descriptors, and abstracts for all entries, is one in a series of over 50 similar compilations related to exceptional children. Author and subject indexes are provided. References were selected from Exceptional Child Education Abstracts. (KW)

ED 054575

MINORITY GROUPS

A Selective Bibliography

February 1971

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The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

EC 033 244

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ABSTRACTS

ABSTRACT 10189

EC 01 0189 ED 018 892
Publ. Date 67
Wolfgang, Marvin E.
Studies in Delinquency, the Culture of Youth.
Welfare Admin., Washington, D.C., Off. Juvenile Delinquency
EDRS not available

Descriptors: exceptional child education; delinquency; subculture; youth; youth problems; lower class; middle class; role conflict; American culture; Negroes; ecomonically disadvantaged; delinquent role; anti social behavior; social behavior; socialization; minority groups; delinquency causes; delinquent behavior; delinquents

Part of a series on various aspects of delinquency and control, this booklet is concerned with the subculture of American youth. Following a definition of culture and subculture, the extended socialization process and dependency status that contribute to the youth culture are discussed. The masculine role is examined in the light of its transformation from physical prowess to symbolic expression. Some of the notable variations between lower class and middle class youth are specified. Relevant statistics on the amount and character of violent behavior among youth are presented. The relationship between youth, Negroes, and the poor is explored regarding their search for power and for participation in decision making processes. Approximately 60 references are cited. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.20. (TE)

ABSTRACT 10255

EC 01 0255 ED 018 052
Publ. Date Apr 66 165p.
Richardson, Ann
Evaluation of a Public School Program for Pregnant Girls.
Bureau of Social Science Research, Inc., Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; pregnancy; program evaluation; unwed mothers; adolescents; public schools; demonstration programs; negro youth; negro mothers; attitudes; city wide programs; followup studies; interviews; individual characteristics; sex education; family life education; child care; prenatal care; special schools

To assess the short range effects of participation in a special school program established in 1963 for pregnant school age girls, interviewers in 1965 obtained information from 109 girls who had attended the program in its first year, 123 girls who had been referred but had not attended, and mothers of the girls. The special program focused on prenatal medical care, arrangement for child care, attitudes toward love and sexual behavior, and weight control and nutrition. In the first year of operation 142 girls attended out of 541 referrals. Almost all were Negro, aged 13 through 18, and the majority were not married at the time of the baby's birth. Data indicated that girls in the special program were significantly more likely (p is less than .001) to continue with regular school than were pregnant girls not in the program. Most of the girls who attended the special program returned to regular school after the baby's birth and, if they dropped out, did so sometime afterward, whereas this was the case with only a little over a fourth of the nonspecial program group (p is less than .001). The more support a girl had (self, friends, family), the more likely she was to remain in school (p is less than .01 for special program girls, p is less than .05 for nonspecial program girls). Girls in the special program were significantly less likely (p is less than .001) to have had another baby or to be pregnant again by the time they were interviewed. In reducing additional pregnancies, the special program had a greater effect upon junior high school girls, the group from which the majority of new children came, than upon high school girls (p is less than .05 for high school girls and less than .01 for junior high school girls). Girls were also significantly less likely (p equals .05) to have another child or be pregnant again if they lived in an unbroken family and attended the special program. Among the nonspecial program girls, it made no statistical difference whether or not the family broken. Included are 59 tables presenting data and the interview questions used. (DF)

ABSTRACT 10558

EC 01 0558 ED 021 363
Publ. Date 65 46p.
Prescott, Elizabeth
A Pilot Study of Day-Care Centers and Their Clientele.
Children's Bureau (DHEW), Washington, D. C.
EDRS mf
CB-PUB-428-1965
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.20).

Descriptors: exceptional child research; preschool children; environmental influences; teachers; parents; administrative personnel; community agencies (public); private agencies; mothers; socioeconomic status; ethnic status; discipline; child care centers; child rearing; methods; behavior standards; interviews; day care services

The study considered what alterations in child rearing environment occur for children placed in group day care, and what effects family background and the emotional climate of the center have upon extent of alteration. The sample consisted of 30 centers and their directors, 67 teachers, and 250 mothers. Responses on the schedule of child rearing practices indicated that parents used punitive methods more frequently, whereas teachers used restriction. Teachers were more consistent in their enforcement of discipline, modified their approach more according to the child's age, and were more interested in maintaining order and the smooth functioning of routine. Parents, on the other hand, had higher standards in areas of behavior with moral connotations. Because parents of low economic status were stricter than other parents and had higher expectations of behavior, their children were most likely to experience alteration. Among centers, differences were found in the degree to which teachers would accept behavior and in the type and amount of direction adults should give to children's activities. Additional data concern ethnic groups and their standards, the interviewers, and the centers' clientele, personnel, emotional climate, and programs. Specific behaviors are detailed. Conclusions stress the director's role and the discrepancy between standards and practices. Two tables are provided. (JD)

ABSTRACT 10703

EC 01 0703 ED N.A.
Publ. Date Apr 67 8p.
Ryckman, David B.
A Comparison of Information Processing Abilities of Middle and Lower Class Negro Kindergarten Boys.
Michigan University, Ann Arbor, Center for Research On Language and Language Behavior
Office of Education (DHEW), Washington, D. C.
EDRS not available
OEC-3-6-061748-058
Exceptional Children; V33 N8 P545-52 Apr 1967
Article Based on Author's Doctoral Dissertation, University of Illinois.

Descriptors: exceptional child research; language; tests; disadvantaged youth; cognitive processes; culturally disadvantaged; language ability; kindergarten children; males; Negro students; lower class; middle class; socioeconomic background; cognitive ability

The study was designed to examine the relationship between social class and cognitive abilities of Negro kindergarten boys. Fifty middle class and 50 lower class Negro kindergarten boys were individually tested with a battery of eight tests designed to evaluate information processing abilities. All 18 cognitive variables discriminated between the two groups in favor of the middle class boys (p less than .01). Analysis produced four components significantly discriminating between the groups in favor of the middle class boys: general language ability (p less than .001), structural organization (p less than .10), visual imagery (p less than .10), and visual classification (p equals .01). The fifth component, chronological age, was significantly discriminating in

favor of the lower class boys, but the mean difference was very small. A definition of cultural deprivation based on language usage rather than socioeconomic variables seems advantageous for identification and programing of remedial or compensatory education. (SB)

ABSTRACT 10733

EC 01 0733 ED N.A.
Publ. Date Oct 67 5p.
Adler, Manfred
Reported Incidence of Giftedness among Ethnic Groups.
John Carroll University, Cleveland, Ohio
EDRS not available
Exceptional Children; V34 N2 P101-5 Oct 1967

Descriptors: exceptional child research; gifted; cognitive processes; research reviews (publications); ethnic groups; race; Caucasian race; American Indians; Negroes; Mexican Americans; Jews; minority groups; racial factors; intelligence differences; racial differences; ethnology; intelligence; incidence

Sixteen research studies on the giftedness and intelligence of ethnic groups that report national, racial, or religious distribution of differences are reviewed. Thirteen studies noted non-Caucasian ethnic differences in intellectual assessment, and groups mentioned in descending order of frequency were the Jewish, German, English and Scottish, and all others. Groups falling below the intelligence norm in descending order of frequency mentioned were the Negro, Italian, Portugese, Mexican, and American Indian. Underlying factors were not clarified; certain ethnic groups were represented in studies of gifted chidren in far greater numbers and remained fairly constant over a period of 40 years. The Jewish group was mentioned most frequently and the Negro group least frequently. More research is suggested to explain the uneven distribution of giftedness and the nature of current intelligence tests, language facility, differences in culture, socioeconomic class, environment, and schooling. A bibliography cites 27 references. (JP)

ABSTRACT 10737

EC 01 0737 ED N.A.
Publ. Date 68 240p.
Rosenthal, Robert; Jacobson, Lenore
Pygmalion in the Classroom; Teacher Expectation and Pupils' Intellectual Development.
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Descriptors: exceptional child research; achievement; teacher attitudes; identification; intellectual development; elementary school students; minority groups; Mexican Americans; research reviews (publications); student evaluation; academic achievement; behavioral science research; interpersonal relationship; behavior; behavior change; intelligence factors: disadvantaged youth; age differences; Self Fulfilling Prophecies

With interpersonal self-fulfilling prophecies as a theme, the existing evidence on expectancy and its effects is summarized; new research on expectancy from an educational context and the implications of teachers' expectations and resulting pupil intellectual development are discussed. The nature of self-fulfilling prophecies is described and their relationship to the healing professions, to the behavioral sciences, to intellectual performance and learning, and to the disadvantaged child is presented. A description is provided of the children and of the results of the Oak School Experiment of research on teacher expectation. In an elementary school in a lower class community, 20% of randomly selected children were reported to their teachers as showing unusual potential for intellectual growth. Eight months later the control group gained over 8 IQ points while the experimental group gained over 12 (p equals .02). In the first and second grades the effects of the teachers' expectancies were greatest (p equals .002 and .02). Areas considered include how age, ability, sex, and minority group status are related to the expectancy treatment; the relationship of expectancy to teachers' assessment of academic performance, classroom behavior, and intellectual growth; the acquisition and maintenance of expectancy advantage; theories to account for the results reported; Hawthorne and placebo expectancy effects and controls; and educational implications. (MK)

ABSTRACT 10977

EC 01 0977 ED N.A.
Publ. Date Jul 67 33p.
Shneidman, Edwin S., Ed.; Swenson, David D., Ed.
Bulletin of Suicidology.
National Clearinghouse for Mental Health Information, Chevy Chase, Maryland;
Center for Studies of Suicide Prevention, Chevy Chase, Maryland
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.25).

Descriptors: exceptional child services; emotionally disturbed; mental health programs; psychiatric services; community service programs; community responsibility; annotated bibliographies; American Indians; cultural factors; national programs; incidence; identification; legal responsibility; prevention; interstate programs; administration; cooperative programs; adolescents; directories; suicide

The Center for Studies of Suicide Prevention is described, and 10 points of a national suicide prevention program are explained. The following are also included: an article on suicide among the Cheyenne Indians which discusses possible causes and solutions of the nearly epidemic suicide rate, including a plan using three teams of workers to deal with the immediate problem; a report of the Mental Health Program Development Conference on depresssion and suicide held in February 1967 with representatives of Maine, New Hampshire, and Vermont; and a directory of suicide prevention facilities in the United States, compiled in June of 1967, which lists the addresses, telephone numbers, scope of service, type of staffing, and names of directors for each suicide prevention service. A bibliography gives 50 references with abstracts in the following categories: theoretical and taxonomic, statistical and demographic, administrative and organizational, remedial and therapeutic, diagnostic and evaluative, children and adolescents, and legal and forensic. (LE)

ABSTRACT 11024

EC 01 1024 ED 018 505
Publ. Date Sep 65 200p.
Karnes, Merle B. and Others
Culturally Disadvantaged Children of Higher Potential: Intellectual Functioning and Educational Implications.
Champaign Community Unit 4 Schools, Illinois
Illinois Department for Program Planning for the Gifted, Springfield
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; educational needs; elementary school students; culturally disadvantaged; intelligence; testing; achievement; family characteristics; social characteristics; creativity; family attitudes; psycholinguistics; parents; emotional development; Negroes; socioeconomic status; social attitudes; socioeconomic influences

To determine educational needs of culturally disadvantaged children, 202 children in the top 20% in intellectual ability within a disadvantaged group of 1400 in six elementary schools were selected for study. Subjects ranged from 5-7 to 12-10 in age, from kindergarten to grade 6, and had a mean Binet IQ of 113. Analysis of data indicated that, of the 85 white and 118 Negro children, 120 were in the upper-lower socioeconomic status group (SES) and 83 were in the lower-lower. The subjects consistently rated below the upper 20% of the general population on intelligence, psycholinguistic abilities, and achievement. SES was correlated with intelligence and with elaborateness (creativity), but the Illinois Test of Psycholinguistic Abilities subscales on auditory vocal association, visual motor association, and visual motor sequential were a function of race rather than SES. Children's perceptions of peer acceptance, and children's extrapunitiveness were related to SES. Differential relationships in older and younger children were found with attitudes of fathers and mothers, and with children's reactions to frustration. Negro children did not feel well accepted by peers or parents, and their parents expressed more authoritarian controlling attitudes (but not more hostile rejecting attitudes) than Caucasian parents. Impunitive children tended to score higher on creativity than extrapunitive or intrapunitive children. (CB)

ABSTRACT 11094

EC 01 1094 ED 025 081
Publ. Date Jul 66 135p.
Meisgeier, Charles

The Doubly Disadvantaged; A Study of Socio-Cultural Determinants in Mental Retardation.

Texas University, Austin, Extension Teaching and Field Service Bureau
Public Health Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); disadvantaged youth; health; minority group children; socioeconomic influences; cultural differences; cultural disadvantagement; illiteracy; migrant children; Latin American culture; Mexican Americans; Anglo Americans; Negro culture; ethnic groups; migrant health services; migrant problems; minority groups; Texas

Citing relevant studies and providing statistical data in 29 figures and 28 tables in the text and 15 appended tables, the report describes the characteristics of Texas' three major ethnic groups, Anglos, Latin Americans, and Negroes; discusses mental retardation in relation to sociocultural factors, deprivation, health factors, education and illiteracy, and migrancy; and considers the characteristics of residential school enrollment. One bibliography cites 70 items; a second annotates 52 items on Latin American migrant labor. Guide questions for Negro and Latin American group meetings and excerpts from the Texas migrant health project are included. (JD)

ABSTRACT 11239

EC 01 1239 ED 002 810
Publ. Date 60 373p.
McGrath, G. D. and Others

Investigation of Mental Retardation in Relation to Bilingual and Subcultural Factors.

Arizona State University, Tempe, College of Education
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-185

Descriptors: exceptional child research; disadvantaged youth; language; mentally handicapped; achievement; language tests; Mexican Americans; bilingual students; American Indians; educationally disadvantaged; socioeconomic influences; socioeconomic background; mental retardation; culturally disadvantaged; immigrants; special classes

The study investigated the difference between true mental deficiency and pseudo-mental deficiency due to language, cultural, and socioeconimic limitations. The factors were studied by the method of repeated tests over a 3-year span in an adapted but relatively constant learning situation. Mental achievement, language tests, and sociological study of the children's environments were used as criteria. The subjects were 188 recent immigrant Mexican and Indian children in special classes for bilingual children. The apparent mental retardation of some bilingual children was found to be often pseudo-, the result of many factors, including socioeconomic attitudes, family background, and others. Typical school programs were not adequately designed to meet the needs or bring out the full potential of these bilingual children who have high mental abilities, as demonstrated by the fact that they have developed some facility with two languages. More studies and continued work related to the field of bilingual children were recommended. (CG)

ABSTRACT 11311

EC 01 1311 ED 011 726
Publ. Date Jun 65 44p.

An Interdisciplinary Approach in the Identification of Mentally Retarded Indian Children. Pilot Study.

Interior Department, Washington, D. C., Bureau Of Indian Affairs
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; identification; program planning; American Indians; minority group children; pilot projects; screening tests; psychological testing; psychological evaluation; medical evaluation; diagnostic tests (education); educationally disadvantaged; educable mentally handicapped

A 1-year pilot study screened 1,200 Navajo Indian children enrolled in the Indian Boarding Schools of San Juan and Shiprock, New Mexico. A teacher referral form used for initial screening located 56 children between the ages of 7 and 14. Individual behavior profiles were prepared from psychological and medical evaluations and social histories. Of the 56 children, 35 were judged to be educable mentally retarded; 15 found to have other handicapping conditions not related to mental retardation were referred to other agencies. Three children diagnosed as being severely retarded, brain injured, and emotionally disturbed were referred to a residential hospital. The remaining three were considered normal and inappropriate referrals. Plans were made for four special classes of 10 children each to begin in September 1965. Teachers were to receive special training. Recommendations are made; an appendix provides the teacher referral form, social history outline, staff directory, Stanford Achievement Test data, estimated cost of study, and the diagnostic summary and instructional classification for two of the children. (JA)

ABSTRACT 11341

EC 01 1341 ED N.A.
Publ. Date Oct 66 6p.
Schulman, David

Openness of Perception as a Condition for Creativity.

Kansas University, Lawrence, Clinical Psychology Program
EDRS not available
Exceptional Children; V33 N2 P89-94 Oct 1966

Descriptors: exceptional child research; gifted; creativity; perception; tests; perception tests; test results; grade 4; sex differences; student testing; hypothesis testing; visual perception; visual discrimination; Negroes; creativity research; Drawing Completion Task; Changing Figures Test; Finding of Enclosed Areas Test

In order to determine whether a relationship exists between creativity and a perceptual approach marked by an attitude of opinions toward what is perceived, a creativity test (Drawing Completion Task, DCT) and two perceptual tests (Changing Figures Test, CFT, and Finding of Enclosed Areas Test, FEAT), were given to 89 advanced (mean IQ 110, mean age 10-7) fourth grade Negro children. Score results ranged from 12 to 39 on the CFT, 10 to 28 on the FEAT (both with normal distributions), and from 0 to 45 on the DCT with 51 subjects scoring seven or less. The DCT to FEAT correlation was .48 (p equals .01); data suggested that creativity presupposes openness in perception but not the reverse. The DCT to CFT correlation was .23 (p equals .05) in the predicted direction and might have been higher if the students had been instructed to look for change. Although there was no significant correlation between IQ and any of the tests, a significant difference (p less than .05) between sexes on the DCT was recorded favoring boys and was attributed to possible cultural bias. (JP)

ABSTRACT 11342

EC 01 1342 ED 003 343
Publ. Date Jul 65 139p.
Smith, Robert M.

The Relationship of Creativity to Social Class.

Pittsburgh University, Pennsylvania, School of Education
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-4-10-070 CRP-2250

Descriptors: exceptional child research; environmental influences; creativity; creative thinking; Caucasian students; creative activities; thought processes; socioeconomic influences; psychological evaluation; measurement instruments; Negro students; social class; grade 5; verbal ability

Environmental factors related to creative production were studied to obtain knowledge of the learning characteristics and educational performance of children from various socioeconomic levels. Children from the fifth grade were selected as subjects and included 395 Negro and 244 white children. Further division was based on four socioeconomic levels. A variety of measuring instruments was employed to gather the data and test the variables. Analyses were accomplished via covariance analysis (with correction for unequal, disproportionate means) and factor analysis. The findings indicated significant differences in creative thought favoring the higher socioeconomic child in most verbal areas. The lower socioeconomic child, however, performed better in the nonverbal areas. Further research was suggested to determine the

specific environmental factors which influence performance in creative thought. (RS)

ABSTRACT 11578

EC 01 1578 ED N.A.
Publ. Date Feb 68 11p.
Sollenberger, Richard T.

Chinese-American Child-Rearing Practices and Juvenile Delinquency.

Mount Holyoke College, South Hadley, Massachusetts, Department of Psychology
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
NIMH-11437-01
Journal of Social Psychology; V74 P13-23 1968
Paper Presented at American Psychological Association Meeting (New York, New York, September 4, 1966).

Descriptors: exceptional child research; delinquency; family (sociological unit); environmental influences; evaluation; minority groups; child rearing; questionnaires; Chinese Americans; Chinese culture; cultural differences; cultural context; cultural factors; permissive environment; security; family relationships; family attitudes; family role; family influence; discipline

The lack of aggressive and delinquent behavior in Chinese Americans was studied as it relates to cultural values, family structure, and childrearing practices. The 69 mothers studied had an average age of 34, their husbands an average age of 41. Forty-seven of the mothers had been in the United States less than 15 years and 55 of the fathers were born in China; only six of the mothers and eight of the fathers had been educated beyond high school levels. All were originally from Canton or adjacent districts. Their children (38 boys, 34 girls) had an average age of 6.2, and 50% attended the Chinese school after regular school hours. Mothers were interviewed with the Sears, Macroby, and Levin Schedule. Interview responses and 7 weeks of observation in Chinatown showed that the Chinese were more indulgent with the very young, building up trust and security, physical aggression was not tolerated at any age, families were close-knit, valued the child, and accepted responsibility for his behavior, both family and community constantly presented good models of behavior for the child to imitate, and the parents valued education and were willing to sacrifice for their children to get a good education. Factors which supported the above observations were all significant (p less than .01). It was suggested that as the children identify more with western cultural ways, the traditional values weaken. (LE)

ABSTRACT 11665

EC 01 1665 ED 018 326
Publ. Date Apr 68 38p.
Williams, Jane Case

Improving Educational Opportunities for Mexican-American Handicapped Children.

Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; federal aid; educational programs; disadvantaged youth; Mexican Americans; incidence; intelligence tests; nvironmental influences; prevention; legislation; state programs; research projects; minority group children; preschool programs; bilingual students; teacher education; information centers; instructional materials centers; Bureau of Education for the Handicapped

The problem of Mexican Americans, who are concentrated in the states of Arizona, California, Colorado, New Mexico, and Texas, is considered; their referral to and enrollment in special education classes for the handicapped at twice the expected percentage is mentioned. Programs designed to overcome or orrect the effects of cultural disadvantagement discussed are the Bilingual Education Act, Project Head Start, intensive language developmental classes, and a continuation into formal school programs of both special services and the educational and cultural enrichment of Head Start. Bureau of Education for the Handicapped programs available to all children, including Mexican Americans, are described and include the following: support to state schools (Public Law 89-313); Title VI of the Elementary and Secondary Education Act, which provides grants for initiation, expansion, and improvements of programs for the handicapped at all levels; media services and captioned films; training programs for professional personnel; research; and instructional media centers. Future directions of the Bureau are considered. Appendixes discuss intelligence testing with other than Anglo middle class children and environmental deprivation and intelligence. A list of institutions of higher education frequently attended by Mexican Americans is provided. (LE)

ABSTRACT 11688

EC 01 1688 ED 030 243
Publ. Date Feb 69 316p.

Social Problem Fiction; A Source of Help for Retarded Readers.

Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City
Iowa State Department of Public Instruction, Des Moines;
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; reading; annotated bibliographies; instructional materials; childrens books; basic reading; hygiene; interpersonal competence; oiographies; behavior; family problems; foreign culture; Negroes; social discrimination; athletics; social problems; teaching methods; reading level; reading instruction

An annotated listing of over 500 major fiction books and basal readers provides suggestions for their use in libraryinstruction, independent reading, class and small group discussion, and correlation with unit work and basal reader programs. The books are listed according to primary, intermediate, and advanced reading levels and books to be read aloud by the teacher. Coding for cross reference is included with the readings of adventure, appearance, behavior and etiquette, biography, character and personality, family problems, foreign backgrounds, Negro Americans, prejudice, sports, and war. Also provided are author and publisher indexes. (JK)

ABSTRACT 11762

EC 01 1762 ED N.A.
Publ. Date Nov 67 6p.
Johnson, Ronald L.

Chronic Otitis Media in School Age Navajo Indians.

EDRS not available
Laryngoscope; V77 N11 P1990-5 Nov 1967

Descriptors: exceptional child research; American Indians; incidence; disease control; school surveys; aurally handicapped; disease rate; infectious diseases; clinical diagnosis; audition (physiology); Otitis Media

In order to investigate a clinical impression of high prevalence of chronic otitis media in the Navajo Indian, 3, 318 children enrolled in boarding schools were given otoscopic examinations. The survey revealed the incidence of chronic otitis media to be over 7%, or 15 times greater than that of the general population. One-fourth of the subjects had bilateral involvement. In many cases surgical repair was indicated to avoid repeated infections and restore hearing functions. While no single reason for the high incidence of the problem was apparent, it was theorized that increased susceptibility to conditions associated with acute necrotizing otitis media, lack of early effective treatment, and general conditions of poverty might be contributory factors. It was suggested that the backlog of cases be reduced by increasing the otological surgical staff of the Division of Indian Health and utilizing contract services. (JB)

ABSTRACT 12034

EC 01 2034 ED 003 087
Publ. Date 65 286p.
Lema, David E.

The Effect of Institutional Living on the Values of Mentally Handicapped, Delinquent, Adolescent Boys.

Syracuse University, New York, Research Institute
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-5-10-400
BR-5-8117

Descriptors: exceptional child research; mentally handicapped; delinquency; environmental influences; values; educable mentally handicapped; delinquent behavior; corrective institutions; institutional

environment; Negro youth; comparative analysis; social values; males; adolescents; social relations

The social interaction in an institution was studied to determine its influence on value-belief preferences of members of a specific group. A sample of about 58 mentally handicapped, delinquent boys ranging in age from 12 to 16 years was selected. The selection was based on time in residence, intelligence scores, etiological classification, and socioeconomic level. Groupings were made for analysis as a total sample, and by institution, race, age, and time in residence. The instruments used to measure value-beliefs were the personal and impersonal values, ethical, moral, and social (VEMS). Results derived from analysis and comparisons showed that no significant differences were found in the value-beliefs of the subjects related to time in residence. The evidence also suggested that little emphasis is placed on teaching values in the institutions. Research is needed to generalize in specific aspects of the institutional environment. (RS)

ABSTRACT 12049

EC 01 2049 ED 010 669
Publ. Date Jan 67 269p.
Bond, Horace M.
A Study of Factors Involved in the Identification and Encouragement of Unusual Academic Talent Among Underprivileged Populations. Final Report.
Atlanta University, Georgia
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-SAE-8028 CRP-458
BR-5-0859

Descriptors: exceptional child research; disadvantaged youth; environmental influences; academic achievement; social influences; minority groups; racial segregation; academic aptitude; motivation; academic aspiration; Negro students; doctoral degrees; educational needs

Members of the Negro population of the United States who had demonstrated unusual talent by receiving an academic doctoral degree were studied to determine factors that would identify academic promise among underprivileged groups. Factors studied included the importance of the family, the education and occupation of parents, the school, and the psychological and motivational climate of the community. Findings showed that there are approximately 1,600 to 1,800 living Negro holders of academic doctoral degrees; the percentage of these degree holders who were family related exceeded normal expectation; segregated high schools varied in degree of doctorates produced from one in seven graduates to one in 200 to 300 graduates; state doctorate productivity varied widely; and about two-thirds of all Negro doctorates were graduates from predominantly Negro colleges. Recommendations for improving educational opportunities included desegregation of schools and staffs, and school programs in character building, motivation, and short-term coaching. (SN)

ABSTRACT 12085

EC 01 2085 ED N.A.
Publ. Date Jul 69 7p.
Zito, Robert J.; Bardon, Jack I.
Achievement Motivation Among Negro Adolescents in Regular and Special Education Programs.
EDRS not available
American Journal of Mental Deficiency; V74 N1 P20-6 Jul 1969

Descriptors: exceptional child research; mentally handicapped; motivation; educable mentally handicapped; Negro students; special classes; regular class placement; academic achievement; aspiration

One hundred fifty Negro adolescents (50 educable mentally retarded in special classes, 50 EMR in regular classes, and 50 subjects of normal intelligence) were compared for achievement motivation and objective goal setting behavior, using Thematic Apperception pictures, the Wide Range Achievement Test, and a task designed to measure aspiration reality and shift. Results seem to indicate that retarded Negro adolescents are more influenced by success than by failure, retarded Negro adolescents have achievement motivation comparable to normal subjects from the same socioeconomic background, special class experience makes EMR adolescents cautious in setting goals, and special class retardates anticipate failure to achieve goals while regular class retardates anticipate success and, in fact, show greater word recognition achievement. (Author)

ABSTRACT 20019

EC 02 0019 ED N.A.
Publ. Date Jun 67 6p.
Berlin, Charles I.; Dill, Anne C.
The Effects of Feedback and Positive Reinforcement on the Wepman Auditory Discrimination Test Scores of Lower-Class Negro and White Children.
EDRS not available
Journal of Speech and Hearing Research; V10 N2 P384-9 Jun 1967

Descriptors: exceptional child research; tests; disadvantaged youth; auditory tests; auditory discrimination; racial differences; Negroes; lower class students; test interpretation; racial factors; feedback; reinforcement; Wepman Auditory Discrimination Test; WADT

The two forms of the Wepman Auditory Discrimination Test (WADT) were administered to lower class children, 8 to 9 years old in age, and of at least normal intelligence. The experimental groups of 12 Negro children and 10 white children received special feedback and reinforcement on the second form while the control groups of 11 white and 12 Negroes received the standard instructions only. The white experimental control groups scored similarly. Only the Negro experimental groups showed significant improvement in the second trial, apparently related to the reinforcement and the feedback. Retesting children who make more than the normal number of errors on the WADT, and giving special instructions to inattentive children on the second test are recommended. The unique effects on Negro children require further study. (EB)

ABSTRACT 20219

EC 02 0219 ED N.A.
Publ. Date Feb 67 3p.
Klein, Malcolm W.; Shimota, Helen E.
Delinquent Girl Gangs.
National Clearinghouse for Mental Health Information, Chevy Chase, Maryland;
National Institute of Mental Health, Bethesda, Maryland
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.00).
From Mental Health Program Reports, No. 1568, P. 125-7, A Public Health Service Publication.

Descriptors: exceptional child research; delinquency; females; Negro youth; juvenile gangs; delinquent behavior

Members of around six gangs of Negro girls with a membership totaling about 150 girls, aged 12 to 25 years, were interviewed; their accounts were compared with police records and with direct observations by group workers. Results indicated that there were dependent gangs, begun and continued in relation to boys' gangs. The girls rarely participated in the planning or action of violence and boy-gang members avoided these activities when girls were present. It was thus suggested that the greatest problem presented by girl gangs was the illegitimate children they bear. (JA)

ABSTRACT 20299

EC 02 0299 ED N.A.
Publ. Date Nov 69 4p.
Mickelson, Norma I.; Galloway, Charles G.
Cumulative Language Deficit among Indian Children.
EDRS not available
Exceptional Children; V36 N3 P187-90 Nov 1969

Descriptors: exceptional child research; American Indians; language development; disadvantaged youth; summer programs; preschool programs; language patterns; Canada

A summer educational program for Indian children living on reserves is discussed. Data are presented which support Deutsch's hypothesis that language deficiencies tend to remain in the verbal repertoire of children disadvantaged with respect to social class. The data also indicate that correction is possible if structured language experiences are provided but that deficiencies do not appear to improve simply as a function of time and undifferentiated school activities. (Author)

ABSTRACT 20342

EC 02 0342 ED N.A.
Publ. Date Feb 69 3p.
Mickelson, Norma I.; Galloway, Charles G.
Language Patterns of Indian Children.
EDRS not available
Special Education in Canada; V43 N2 P11-3 Feb 1969

Descriptors: exceptional child research; disadvantaged youth; language patterns; preschool children; American Indians; language development

Eight preschool Indian children who were given a 4-week language program which utilized individual instruction, a relaxed environment, and no punitive measures, were retested on the Imitation-Comprehension-Production Test. Language comprehension showed a significant improvement (p less than .01). Results indicated that improvement in Indian children's verbal patterns can be brought about quickly without the use of pressure tactics; attention to specific deficiencies appeared to be helpful. (JM)

ABSTRACT 20365

EC 02 0365 ED N.A.
Publ. Date Apr 68 3p.
Baratz, Joan C.
Language in the Economically Disadvantaged Child: A Perspective.
EDRS not available
ASHA; V10 N4 P143-5 Apr 1968

Descriptors: exceptional child education; disadvantaged youth; Negroes; language ability; language patterns; Negro dialects; research reviews (publications); nonstandard dialects; language instruction; second language learning

Studies of the language of the disadvantaged Negro child are reviewed, suggesting three orientations: either verbal destitution, undeveloped language, or full but nonstandard language development. Results supporting the first two concepts are criticized in terms of their experimental procedures, which are described as oriented to the middle class and indicative of a restricted view of language. The third orientation is judged the most acceptable and research is summarized showing definite patterns of language development in Negro speech which differ from standard middle class English. Implications for the speech pathologist are stated, including the need of the disadvantaged child, not for remediation, but for instruction in standard English as a second language system. (JB)

ABSTRACT 20492

EC 02 0492 ED N.A.
Publ. Date Mar 67 6p.
Cooper, David G. and Others
The Porteus Test and Various Measures of Intelligence with Southern Negro Adolescents.
EDRS not available
American Journal of Mental Deficiency; V71 N5 P787-92 Mar 1967

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; institutionalized (persons); test selection; adjustment (to environment); intelligence tests; culture free tests; identification; behavior; Negroes; Porteus Maze Test

A review of the literature and observations of behavior suggested that present methods of classification of mental retardation produce misleading, erroneous results when applied to Southern Negro adolescents. To find an instrument which would discriminate academically disabled black adolescents from those who were genuinely defective in intelligence, a behavior rating scale was constructed and used to separate 58 subjects (judged mentally retarded by present methods, and institutionalized) into behaviorally nonretarded and behaviorally retarded groups. The test battery included the revised Porteus Maze Test and Form A of the Ammons Picture Vocabulary (given after commitment), and the revised Beta and Wechsler tests (given prior to commitment). The Ammons, Beta, and Wechsler tests failed to differentiate between subjects in the behaviorally nonretarded and behaviorally retarded groups while the Porteus did discriminate between the groups (p less than .001). All 29 subjects in the behaviorally retarded group received Porteus IQ scores below 84, and all 29 subjects in the behaviorally nonretarded group obtained scores of 100 or more. (LE)

ABSTRACT 20592

EC 02 0592 ED 011 804
Publ. Date Dec 66 47p.
An Interdisciplinary Approach in the Identification of Mentally Retarded Indian Children. Addendum.
Bureau of Indian Affairs, Washington, D. C., Division Of Education
EDRS mf,hc

Descriptors: exceptional child research; tests; identification; teaching methods; mentally handicapped; pilot projects; teacher aides; class activities; American Indians; psychological testing; rural environment; medical case histories; English (second language); aptitude tests; small group instruction; teacher supervision; instructional programs; language ability; Navajo; intellectual development; educationally disadvantaged; clinical diagnosis; referral; screening tests; individual characteristics; program administration; Arizona; Teec Nos Pos

A pilot project in which 47 mentally handicapped Navajo children were enrolled in special classes is described. These children were selected from boarding schools by use of a teacher referral form. The project was divided into five phases: screening of children to determine those who were mentally retarded, preparing individual behavioral profiles on each of the selected children, medical and paramedical examining of the referral group, staffing the children to determine the nature of handicapping conditions, and teacher supervision, special class organizing, and the instructional program. Particular emphasis is given to descriptions of the use and results of psychological tests used in the project. A discussion of teaching English as a second language to Navajo children is included in an attached appendix. (ES)

ABSTRACT 20599

EC 02 0599 ED 011 929
Publ. Date 66 45p.
Vocational Education for Persons with Special Needs.
California State Department of Education, Sacramento, Vocational Education Section
EDRS mf,hc

Descriptors: exceptional child research; vocational education; educational needs; dropout identification; low ability students; dropout prevention; mentally handicapped; middle aged; older adults; socioeconomic status; continuation education; emotionally disturbed; delinquents; minority groups; underachievers; physically handicapped; small schools; employment opportunities; disadvantaged youth

A survey of research was made to identify the vocational needs of individuals with special problems. Completed studies, research-in-progress, and current proposals were included. Topics covered in this summary are aging, continuation education, the culturally deprived, delinquency, dropouts, emotional disturbance, low ability, mental retardation, minority racial groups physically handicapped students, small schools, socioeconomic studies, underachievers, and work opportunities. A bibliography is included. (MS)

ABSTRACT 20625

EC 02 0625 ED N.A.
Publ. Date Feb 65 4p.
Snyder, Robert and Others
Personality Variables as Determiners of Academic Achievement of the Mildly Retarded.
EDRS not available
Mental Retardation; V3 N1 P15-8 Feb 1965

Descriptors: exceptional child research; mentally handicapped; personality; reading achievement; self concept; emotional adjustment; educable mentally handicapped; personal adjustment; Negroes; adolescents; junior high school students; California Test of Personality

To test the hypothesis that emotional adjustment plays a role in the extent to which mildly retarded students learn academic material, an attempt was made to measure personality differences between better (reading comprehension at or above grade 5.5) and poorer readers (reading comprehension below grade 5.5). Two groups of 52 Negro junior high school students (IQ less than 79, 3 years academic retardation) were administered the California Test of Personality (CTP) and compared for several personality variables measured by this test. There was a significant difference between high and low readers of equated intelligence in total and personal adjustment (p equals .01) and social adjustment (p equals .05). High readers also showed

significantly better self concepts than low readers on subtests of self reliance, sense of personal worth, and feelings of belonging (p equals .05). Indications are that degree of academic achievement of the retarded is heavily dependent on a good self concept. (DP)

ABSTRACT 20802

EC 02 0802 ED N.A.
Publ. Date 58 442p.
Masland, Richard L. and Others
Mental Subnormality; Biological, Psychological, and Cultural Factors.
National Association for Retarded Children, New York, New York
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 ($3.95).

Descriptors: exceptional child research; mentally handicapped; etiology; biological influences; prenatal influences; psychological characteristics; cultural factors; environmental influences; prevention; incidence; heredity; intelligence tests; academic achievement; socioeconomic influences; ethnic origins; language development; sex (characteristics)

Two research programs examine the biological, psychological, and cultural causes of mental subnormality. The prevention of mental subnormality is presented in terms of such biological factors as those significant in the prenatal, perinatal, and postnatal stages of development, and those concerned with regeneration of the central nervous system. Pathological studies and surveys for incidence are also provided. The information on psychological and cultural factors includes problem solving behavior in non-test situations, cultural background factors affecting test performance, conceptualizing the structure of intellect, heredity and environmental factors, intelligence and cultural factors, and descriptions of both the severely defective individual and the higher grades of mental defect. Recommendations for research and a list of references are presented. (RD)

ABSTRACT 21060

EC 02 1060 ED N.A.
Publ. Date 69 11p.
Johnson, John L.
Special Education and the Inner City: A Challenge for the Future or Another Means for Cooling the Mark Out?
Journal of Special Education; V3 N3 P241-51 Fall 1969
EDRS not available

Descriptors: exceptional child education; urban education; Negro youth; Negro culture; discriminatory attitudes (social); school responsibility; educational opportunities; individual differences; racial discrimination; Negro education

The inner-city child is described as the Black American whose particular characteristics and culture handicap him in his educational and employment opportunities. The failure of the educational system to successfully work with the Negro's individual and collective differences is discussed, and an attack is made on special education programs which destructively and inaccurately label many Black children as mentally retarded or behaviorally maladjusted. Recommendations for improving the discriminatory practices of public education include an increase in Black self determination, Black pride, and Black consciousness in order that planning and leadership may be assumed by Blacks themselves. Preservation of Black culture, unifying the Black community, and changing the concepts of school and roles to meet the specific environmental and personal needs of the Black American are stressed as crucial steps to be taken. (RD)

ABSTRACT 21091

EC 02 1091 ED N.A.
Publ. Date Jan 70 9p.
Goldman, Irwin J. and Others
Characteristics of Jobs Held by Economically Disadvantaged Youth.
American Journal of Orthopsychiatry; V40 N1 P97-105 Jan 1970
Paper Presented at the Annual Meeting of the American Orthopsychiatric Association (New York, New York, 1969).

Descriptors: exceptional child research; occupations; disadvantaged youth; employment opportunities; economically disadvantaged; employment problems; employment experience; employment statistics; ethnic groups; unemployed

To increase knowledge of employment experiences of disadvantaged youth in order to effectively plan programs, job histories of economically deprived youth were studied. The subjects were involved with work training programs in New York City and were interviewed concerning the following areas: number and duration of jobs, time unemployed, occupational level, occupational field, pay, source and location, employee's evaluation of the job, form of termination, job characteristics, types of first jobs, and the effects of ethnicity. In general this group had relatively low paying jobs, long periods of unemployment, a dislike for the type of work done, and numerous job changes. When the job source was a friend or relative the duration was longer, and subjects who began work earlier seemed to work more often in later life. Further and more specific research is suggested to select those differences important enough to modify programs. (JM)

ABSTRACT 21106

EC 02 1106 ED 025 788
Publ. Date Sep 68 14p.
Megargee, Edwin I.; Rosenquist, Carl M.
A Comparison of Delinquent and Nondelinquent Anglo-Americans, Mexican-Americans, and Mexican Nationals.
American Psychological Association, Washington, D. C.
EDRS mf,hc
Speech Presented at the American Psychological Association Convention, San Francisco, California, August 30-September 3, 1968.

Descriptors: exceptional child research; cultural factors; delinquency causes; delinquent identification; delinquents; ethnic groups; family attitudes; family environment; Mexican Americans; one parent family; parent role

Some 50 adjudicated male delinquents, aged 12-17, and 50 nondelinquent comparison subjects from the same lower class neighborhoods were selected from each of three cultural groups: Mexican nationals, Mexican-Americans, and Anglo-Americans. Sociological and demographic data were collected. A standard psychological test battery, including measures of intelligence and objective and projective personality tests devised for this cross-cultural, cross-national study, was administered to each subject. Each boy was also examined by a doctor. The delinquents were found to be more antagonistic toward authorities and had a more negative world view. On the question of values, there were broad areas of agreement between delinquent and nondelinquent groups. Some differences were found in the area of achievement. Highly significant differences in diastolic blood pressure may indicate differentiating patterns of autonomic responsitivity to stress. Families of the delinquents were perceived to be less cohesive, more hostile and rejecting, and overly strict, with some deviant or antisocial values. The delinquents' lower achievement motivation may suggest a familial transmission of attitudes toward school. The finding that the same basic factors differentiate delinquents from nondelinquents in all three samples has important theoretical and practical implications. (IM)

ABSTRACT 21120

EC 02 1120 ED N.A.
Publ. Date Mar 70 9p.
Lombardi, Thomas P.
Psycholinguistic Abilities of Papago Indian School Children.
EDRS not available
Exceptional Children; V36 N7 P485-93 Mar 1970

Descriptors: exceptional child research; psycholinguistics; American Indians; diagnostic tests; auditory perception; cultural factors; school integration; disadvantaged youth; Illinois Test of Psycholinguistic Abilities

This study investigated the psycholinguistic abilities of Papago Indian school children utilizing the 1968 edition of the Illinois Test of Psycholinguistic Abilities. Data obtained were analyzed by a comparison of mean scaled scores using t tests for paired comparisons for the following groups: ITPA normative and Papago, first and third grade, and segregated and integrated populations. A three way analysis of variance was also employed to evaluate interaction of children, grade, and school. Results indicated poorer performance of the Indians, especially on the auditory vocal tests, better performance of the Indians attending integrated schools, and the ineffective aspects of cumulative education. (Author)

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ABSTRACT 21141

EC 02 1141 ED N.A.
Publ. Date 69 6p.
Joesting, Joan; Joesting, Robert
Differences Among Self-Descriptions of Gifted Black College Students and Their Less Intelligent Counterparts.
EDRS not available
Gifted Child Quarterly; V31 N3 P175-80 Fall 1969

Descriptors: exceptional child research; gifted; Negro students; self concept; intelligence differences; intelligence tests; verbal development; self evaluation; college students

The vocabulary portion of the Stanford Binet Form LM and the Gough Adjective Check List of self-describing adjectives were administered to 67 freshman students at a southern religious Negro college. The students' IQ scores were grouped as follows: Group 1, IQ 89 and below; Group 2, IQ 90-99; Group 3, IQ 100-109; Group 4, IQ 110-119; and Group 5, IQ 120 and above. Results showed that Group 5 checked a significantly greater number of adjectives (p equals .05) than did either Group 4 or Group 1. The high IQ group also saw themselves with significantly more (p equals .01) positive adjectives such as energetic, industrious, versatile, capable, fair-minded, and humorous. (RD)

ABSTRACT 21305

EC 02 1305 ED 031 757
Publ. Date Jun 69 28p.
Check, John F.
An Analysis of Differences in Creative Ability Between White and Negro Students, Public and Parochial, Three Different Grade Levels, and Males and Females. Final Report.
Wisconsin State University, Oshkosh
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-8-080117-3725-010
BR-8-E-117

Descriptors: exceptional child research; Caucasian students; creative ability; creative development; creativity; creativity research; grade 4; grade 7; grade 12; Negro students; parochial schools; student characteristics; student evaluation; teacher attitudes; public schools; sex differences; age differences

The purposes of this investigation were to determine whether differences in creative ability exist between white and Negro students, between public and parochial school students, between students of different grade levels, and between sexes. A corollary purpose of this study was to determine how well teachers can identify the creative students in their classes by personal contact and by observation. A total of 600 students in grades four, seven and twelve were given the California Test of Mental Maturity and the Torrance Tests of Creative Thinking. The teachers involved with these students were asked to select the five most and the five least creative students in their classes. Significant differences were shown between grades four and twelve, favoring the higher grades. Public school students were more creative than parochial students. No significant differences were found between Negro and white students, between grades seven and twelve, or between the sexes. Results indicate teachers are not able to identify creative students. (Author/KJ)

ABSTRACT 21306

EC 02 1306 ED 032 162
Publ. Date Jul 69 96p.
Four Corners Mental Retardation Project. The Training and Use of Indigenous Aides in a Sparsely Populated, Economically Depressed Region. Final Report.
Western Interstate Commission for Higher Education, Boulder, Colorado
Arizona State Department of Health, Phoenix, Mental Retardation Section
EDRS mf,hc

Descriptors: exceptional child services; activities; American Indians; indigenous personnel; individual needs; information needs; mental retardation; minority groups; needs; program descriptions; program development; project training methods; special services; Spanish Americans; Arizona; Colorado; Four Corners Mental Retardation Project; New Mexico; Utah

The activities of the Four Corners Mental Retardation Project conducted by the Western Interstate Commission for Higher Education are described. The purpose of the project is reported to be to enhance services for the mentally reatard in the Four Corners Area (Arizona, Colorado, New Mexico, and Utah) focusing on the mentally retarded in the minority groups in the area (48.3% of the residents are Indian and 8.2% Spanish surname). A directory of services available to the mentally retarded is presented. The training of ten indigenous residents (8 Indians and 2 Spanish surname) from different communities in the area is described in the areas of fundamentals of mental retardation to help identify mentally retarded individuals, assess their needs, and to aid in providing necessary services to meet the needs identified. These bilingual, multi-cultural staff members are noted to be able to communicate the complex concepts of mental retardation to their own people. Field work and activities, results of a survey of handicapped persons in the Four Corners Area, services needed, and program development are discussed and 30 recommendations are offered. The appendices include an interim report of the project, consultant's reports, lists of agencies contacted, and letters from State Advisory Board members. (SW)

ABSTRACT 21340

EC 02 1340 ED N.A.
Publ. Date 66 23p.
Godman, Verna
The Variables of Race, Sex and Intelligence Related to Social Choices of Disadvantaged, Gifted Children.
Champaign Public Schools, Illinois
Illinois State Office of the Superintendent of Public Instruction, Springfield
EDRS not available
Office of the Superintendent of Public Instruction, State Office Building, Springfield, Illinois 61106.

Descriptors: exceptional child research; gifted; disadvantaged youth; social attitudes; sociometric techniques; racial attitudes; social integration; sex differences; racial differences; social relations; parent school relationship; intelligence factors; racial integration; integration effects; racial discrimination; Negroes; Caucasians

To explore the relationship of sex, race, and intelligence factors to social choice, a sociometric questionnaire was administered to 100 culturally disadvantaged, gifted children composed of both Negro and Causasian boys and girls. Results showed that sex was the most important single factor in choosing companions, race the next most important factor, and intelligence the least significant. The isolates tended to be from the more deprived homes and were usually quiet and withdrawn with a few being the aggressive type. Diagrams are provided indicating sex and race characteristics of choices. (RD)

ABSTRACT 21566

EC 02 1566 ED 022 818
Publ. Date Fall 66 8p.
Cohen, Alan S.
Some Learning Disabilities of Socially Disadvantaged Puerto Rican and Negro Children.
EDRS mf,hc
Academic Therapy Quarterly; V2 N1 Fall 1966

Descriptors: corrective reading; disadvantaged youth; emotional problems; intelligence tests; learning disabilities; Negro students; perceptually handicapped; Puerto Ricans; reading diagnosis; reading difficulty; remedial reading; social dialects; standardized tests; test results; visual perception; word study skills; Diagnostic Test of Word Attack Skills; Frostig Developmental Test of Visual Perception; Wechsler Intelligence Scale for Children

The findings of several tests are used to describe some learning disabilities and patterns common in lower-class Puerto Rican and Negro children. In particular, perceptual dysfunction is pointed to as a major causal factor in the reading problems of the disadvantaged. In one urban slum school, 40% of first graders showed serious dysfunction when evaluated on the Frostig visual perception test, with Puerto Ricans and Negroes scoring significantly lower than whites and Chinese. Based on clinical impressions from 50 cases, the information and vocabulary subtests of the WISC appear to differentiate the disadvantaged from the advantaged. In addition, the Diagnostic Test of Word Attack Skills shows a pattern of inability to distinguish between grapheme and phoneme and to discriminate blends. Although class differences are found in articulation and dialect patterns, problems in these areas do not affect reading achievement. Emotional disturbance

among retarded readers is not related to class or ethnic status. It is felt that environmental influences are the likely determinants of perceptual dysfunction, in which the differentiating variable is quantitative. Remediation need not involve devices, but corrective teaching must be specifically appropriate to lower-class rather than middle-class pupils. (NH)

ABSTRACT 21701

EC 02 1701 ED N.A.
Publ. Date 69 8p.
Myers, Albert E.
An Analysis of a Work-Study Program for Inner-City Pupils.
EDRS not available
Journal of Special Education; V3 N1 P37-44 Win-Spr 1969

Descriptors: exceptional child research; disadvantaged youth; work study programs; program evaluation; dropout prevention; school holding power; academic achievement; vocational adjustment; Negroes; inner city

Potential dropouts from low income families, including 176 junior and 484 senior high school students, were enrolled in a work study plan for 1 year. Jobs were generally menial and offered little learning of a trade. Although the participants' school attendance and grade averages did not improve, their dropout rate became lower. Whites were given significantly more favorable job ratings by supervisors than were Negroes; in addition, Negroes were more dissatisfied with their jobs and saw themselves as having more problems than whites. Job ratings of students at one of the two senior high schools participating were higher; these students rated their program director high and reported fewer problems. (LE)

ABSTRACT 21756

EC 02 1756 ED 035 135
Publ. Date 69 852p.
Report of the Joint Commission on Mental Health of Children, Inc.
Foundation for Child Mental Welfare, Inc., New York, New York
EDRS not available
Harper and Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016.

Descriptors: exceptional child services; mental health; child development; social services; social influences; family life; minority group children; emotionally disturbed; social development; educational needs; employment problems; research needs; school role; youth problems; economically disadvantaged; disadvantaged youth; mental health programs; personnel needs; adolescents; rehabilitation

Introduced by extensive background and recommendations, the text discusses the problems of the impact of contemporary American society on the mental health of children and youth and on family life. Information is presented on poverty and mental health, on the mental health problems of children of minority groups, on emotionally disturbed children and youth, on the social-psychological aspects of normal growth and development of infants, children, adolescents, and youth, on education and the mental health of children, on employment problems related to mental health, on human resources for services to others, and on research issues in the field of mental health and child development. Appendixes include facts on legislation, the administrative organization of the Joint Commission, and sources of financial support. (JM)

ABSTRACT 21762

EC 02 1762 ED 035 141
Publ. Date 67 51p.
Hamblin, Robert L.; Buckholdt, David
Structured Exchange and Childhood Learning: Ghetto Children. Program Activity 12.
Central Midwestern Regional Educational Laboratory, Inc., St. Ann, Missouri
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
PR-2

Descriptors: exceptional child research; disadvantaged youth; low achievers; ghettos; reinforcement; student improvement; educational methods; peer teaching; verbal development; reinforcers; individual development; program evaluation; teacher role; Negro students; behavior theories; behavior change; case studies (education); grade 1; academic achievement

Program descriptions are introduced by theories of the reasons for the apprent low IQ of many black ghetto children. The theories are the genetic, the stimulus deprivation, the expectation, and the learning-exchange theory. Five experiments with ghetto underachievers are described. The first was designed to use token exchange in a remedial class with good work completion resulting from the top two-thirds of the class of 33. The second experimental group showed marked improvement in a delayed exchange, after-school program. Social communication and increased verbalization resulted in experiment three with continuous token exchange being utilized with four non-verbal children. Student-peer tutoring in the fourth coupled with immediate exchange produced good improvement, and the entire group showed marked improvement in reading ability and IQ at the end of the full year program (experiment five). A case study and tables of results are included. (JM)

ABSTRACT 21783

EC 02 1783 ED 034 908
Publ. Date Dec 69 85p.
Exceptional Children Conference Papers: Environmental Influences in the Early Education of Migrant and Disadvantaged Students.
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented at the Special Conference on Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; environmental influences; disadvantaged youth; migrant youth; early childhood education; preschool children; learning disabilities; day care services; parent participation; cognitive development; verbal ability; teaching methods; testing problems; bilingual students; Mexican Americans; vocational education; design needs; conference reports

Conference papers on early childhood education cover the following topics: individual variation among preschoolers in a cognitive intervention program in low income families presented by Phyllis Levenstein, programmatic research on disadvantaged youth and an ameliorative intervention program by Merle B. Karnes and others, special education and disadvantaged Mexican Americans by Armando Rodriguez, disadvantaged migrant students and remediation through vocational education by William M. Smith, remediation and practical approaches to learning disabilities of migrant students by Aris Diaz, and environmental criteria for preschool day care facilities by Randolph L. Waligura and M. Thompson. (RJ)

ABSTRACT 21813

EC 02 1813 ED N.A.
Publ. Date Apr 70 8p.
Tarnopol, Lester
Delinquency and Minimal Brain Dysfunction.
EDRS not available
Journal of Learning Disabilities; V3 N4 P200-7 Apr 1970

Descriptors: exceptional child research; delinquency; minimally brain injured; learning disabilities; intelligence quotient; culturally disadvantaged; minority groups

To determine if delinquent school dropouts from minority group ghettos contained a higher percentage of brain dysfunction than the total population, 102 male subjects were studied. Full results have not yet been analyzed, but preliminary indications are that 39% had significant difference between verbal and performance IQ scores; 58% were reading below the sixth grade level; the mean grade of dropout was 10.5; 64% were below sixth grade level on understanding directions; and most of their visual motor problems were related to visual motor integration and motor coordination. Early indications seem to support the conclusion that the minority group has a significant degree of minimal brain damage related to learning disabilities. (JM)

ABSTRACT 21957

EC 02 1957 ED 036 936
Publ. Date Apr 69 181p.
Developing Unawakened and Unrecognized Potential. Proceedings of a Conference Held at the University of Minnesota (Minneapolis, April 26, 1969).
Minnesota State Department of Education, St. Paul
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; creativity; talent development; educational needs; psycholinguistics; teacher education; teacher

role; teacher attitudes; identification; intelligence tests; creative development; urban education; rural education; minority groups; American Indians; educational programs; teaching methods; cultural differences; cultural disadvantagement

The proceedings include addresses by Arthur S. Fleming and Samuel S. Shepard on the educational needs of the disadvantaged black and by E. Paul Torrance on creativity development. Transcriptions are included of workshop papers on teacher training, teacher role in creativity development, teacher resentment toward the adolescent innovator, teacher identification of giftedness, and teacher style. Additional papers treat the use of intelligence tests and psycholinguistic training with the disadvantaged, the problem of disruption in schools, and the development of creative talents. Also described are programs on Indian reservations, in urban and rural areas, and in minority neighborhoods. (JD)

ABSTRACT 21965

EC 02 1965 ED 036 944
Publ. Date Aug 69 38p.
Disability and the Disadvantaged. Proceedings of a Conference Held in San Francisco, California, May 26-28, 1969.
Western Interstate Commission for Higher Education, Boulder, Colorado
United Cerebral Palsy Research and Educational Foundation, Inc., New York, New York;
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; rehabilitation; educational change; teacher selection; minority group teachers; community role; conference reports; educational innovation; evaluation; change agents; vocational rehabilitation

Articulating the needs of the disabled disadvantaged, conference participants discussed educational opportunities and rehabilitation services. A paper by Dr. Harold Dent set the stage for the institute and focused attention on implications for training and service of personnel involved with those who are disabled and disadvantaged. Dr. Dorothy Carr delineated the objectives of the conference and highlights from meetings on rehabilitation-special education and related services. The dissatisfaction with persons providing services to the disadvantaged ghetto population, recruitment possibilities, and training and sensitivity to minority groups is dealt with in conference proceedings as related by Dr. Harold Prehm. A listing by state of conference participants is provided. (WW)

ABSTRACT 21981

EC 02 1981 ED 036 959
Publ. Date Dec 69 207p.
Exploring Prejudice; Suggestions for Developing Attitudes in the Mentally Retarded.
Iowa University, Iowa City, Special Education Curriculum Development Center;
Iowa State Department of Public Instruction
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; racial discrimination; social discrimination; cultural differences; physical characteristics; minority groups; learning activities; lesson plans; role playing; audiovisual aids; resource materials; bibliographies; instructional materials; teaching guides; attitudes; interpersonal relationship

Developed to provide background information for teachers on cultural differences and to help them help their students learn to understand and interact cooperatively with other people, the manual discusses prejudice and makes suggestions for developing attitudes in the mentally retarded. The development of prejudice, inheritance of physical characteristics, emergence of the races, influences on behavior, immigration, and relationships with others are discussed as background information. Curriculum content follows these topics which are amplified through suggested activities. An experience starter unit (junior level) discusses likenesses and differences; lesson plans include a rationale, subunits, general and core activities, resource materials, and vocabulary. A bibliography lists curriculum guides, publishers, intercultural learning programs, resource materials for human and race relations, audiovisual aids, books on American cultural minorities, and integrated books and texts. Appendixes contain materials for duplication and for the overhead projector, lesson plans, role playing situations, stories dealing with social problems, a vocabulary list, and a teacher evaluation form. (RJ)

ABSTRACT 22001

EC 02 2001 ED 036 014
Publ. Date 69 373p.
Roucek, Joseph S., Ed.
The Slow Learner.
EDRS not available
Philosophical Library, Inc., 15 East 40th Street, New York, New York 10016 ($10.00).

Descriptors: exceptional child education; slow learners; teaching methods; learning difficulties; programed instruction; English; social studies; sciences; mathematics; counseling; spelling; retarded readers; preschool programs; dropouts; underachievement; gifted; disadvantaged youth; Negroes; motivation; social influences; minority groups; economic disadvantagement

Papers on the slow learner treat physical defects and learning abilities, social and economic background as an obstacle to learning, the causes of dropouts and lapses in study, and the limitations and potential of the ungifted. The contribution interest in the slow learner has made to education is discussed; also discussed are problems of the socially unmotivated, the slow gifted, the racially deprived, and the black. Further papers consider the slow learner and school counseling, Head Start and other preschool enrichment programs, English, social studies, science teaching, mathematics, programed instruction, reading, and spelling. A selected bibliography of books and periodical articles is provided on each of the above areas. (JD)

ABSTRACT 22060

EC 02 2060 ED N.A.
Publ. Date Apr 70 211p.
Fedder, Ruth; Gabaldon, Jacqueline
No Longer Deprived.
EDRS not available
Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 ($4.95).

Descriptors: exceptional child education; disadvantaged youth; American Indians; Mexican Americans; cultural differences; cultural background; case studies (education); migrant youth; teaching methods

Written to provide the insight, knowledge, and understanding which can help teachers to develop confidence, the text focuses on disadvantaged children in regular classes. Dialog between teachers, replete with examples of different situations encountered in classrooms, illustrates the culturally disimilar backgrounds of students and points out possible reasons for problems, such as reading failure and communication disabilities. Navajo history and culture are explored and followed by a case history of a Navajo girl and the way her teacher approached reading instruction. The problems of Mexican children are discussed along with two case studies, one of a migrant child. Suggestions are made for teaching the disadvantaged; principles of education for the disadvantaged is described. (RJ)

ABSTRACT 22063

EC 02 2063 ED 033 415
Publ. Date Jun 69 75p.
Van Vleet, Phyllis, Ed.; Brownbridge, Robert, Ed.
Investments in Prevention: The Prevention of Learning and Behavior Problems in Young Children. Intervention Report I.
PACE I. D. Center, South San Francisco, California
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: behavior problems; change agents; childhood needs; community involvement; community resources; elementary school students; emotional problems; intervention; learning disabilities; prevention; Spanish speaking

The beginnings of organization in one community helped to develop a program focusing on young children. The needs of all young children can be pivotal in marshalling a community's resources toward concerted action. The PACE I.D. Center was set up specifically for early identification and intervention designed to reduce the occurrence of disordered behavior among school children. All

children were rated by their teachers on the A-M-L Behavior Rating Scale and randomly assigned to an experimental or control group. Intervention was begun as soon as a child was identified as a member of the demonstration group. The process of intervention is discussed, with respect to the school, home, parents, and the Spanish speaking communities. Teachers comments and student comments are included. (Author/KJ)

ABSTRACT 22064

EC 02 2064 ED 034 819
Publ. Date (69) 6p.
Sitgreaves, Rosedith
Comments on the Jensen Report.
Columbia University, New York, New York, Teachers College
EDRS mf
Paper Presented at the Meeting of the National Academy of Education (UCLA, Oct. 11, 1969).

Descriptors: cognitive processes; academic achievement; Caucasian students; environmental influences; genetics; hypothesis testing; individual characteristics; intelligence differences; intelligence quotient; mathematical models; Negro students; psychological tests; racial differences; Jensen (Arthur R)

The paper repudiates Jensen's hypothesis that differences in IQ scores and scholastic achievement in Negro and white children are genetically based. Specifically, Jensen's identification of IQ scores as a measure of abstract reasoning and problem solving and of levels of ability, and his evaluation of the magnitude of the genetic component in IQ scores, are stated to have raised serious questions. The alternative hypothesis presented is that the distribution of the genetic component in the white and Negro populations both, which Jensen postulated as a reflection of the observed differences in IQ scores, is considered the same in both groups. Using the model from quantitative genetics, it is assumed that the IQ score (the phenotype) can be represented as the sum of two components: that resulting from the genetic structure of the individual (the genotype), and the sum total of all the nongenetic influences (the environment). Detailed but simplified mathematical analysis is used to demonstrate that Jensen has omitted consideration of the effects of environmental influence. The need for research on the evaluation of environmental effects involving a wealth of hitherto ignored cultural and psychological factors is emphasized. (RJ)

ABSTRACT 22072

EC 02 2072 ED 032 943
Publ. Date (67) 15p.
Silvaroli, Nicholas J.; Whitcomb, Mary Wakefield
A Comparison of the Oral Language Patterns of Three Low Socioeconomic Groups of Pupils Entering First Grade.
Arizona State University, Tempe
Office of Educaton (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-9-8-071085-0062-010
BR-7-1-085

Descriptors: exceptional child research; Anglo Americans; educational disadvantagement; ethnic studies; grade 1; language development; language handicapped; language patterns; lower class; Negroes; socioeconomic influences; Spanish Americans; syntax

The language patterns of low socioeconomic Negro, Spanish-surname, and Anglo children are sufficiently different from the middle class language patterns used in schools to put these children at a distinct educational disadvantage. By comparing the speech patterns of these children, the study sought to determine whether their language development is limited by their economic status or by their ethnic group status. Twenty randomly selected beginning first graders from each of the three ethnic groups were interviewed and recorded at length as they told stories about pictures they were shown. The recordings were analyzed for both patterns and mazes (hesitations, false starts, etc.) on the basis of a simplified form of the Indiana Conference Scheme of Analysis on the First Level. The three groups responded approximately the same on total sentence patterns and all specific sentence patterns except one. They also responded approximately the same for total mazes (tangles of language not effective for communication) and all specific mazes. These results imply that low socioeconomic Negro, Spanish-surname, and Anglo children beginning first grade are aware of and use basic English syntax patterns in approximately the same manner. Differentiated materials are not needed in class as much as exposure to total language developing experiences. (MH)

ABSTRACT 22080

EC 02 2080 ED N.A.
Publ. Date Feb 70 16p.
Smith, Benjamin F.
A Further Look at Manifest Anxiety of Urban Junior High School Students.
EDRS not available
Journal of Secondary Education; V45 N2 P66-81 Feb 1970

Descriptors: exceptional child research; disadvantaged youth; junior high school students; urban schools; environmental influences; grade 8; anxiety; sex differences; racial differences; socioeconomic status; socioeconomic influences; Negroes; Caucasians; psychological characteristics; California Personality Inventory

Designed to study the influence of environment upon the psychological characteristics of junior high school students, this study administered The California Personality Inventory and a socioeconomic questionnaire to eighth grade students. Results of analysis of data indicate that cultural experiences differentially influence personality characteristics. Additional findings were: the Negro child is lacking in social skills and confidence, is handicapped by internal conflict and pressures, is unhappy, and experiences excessive difficulty in controlling his social relationships. Both white and Negro low class groups of boys appeared impulsive, immature, and academically sluggish. Additional findings on characteristics of race, socio-economic status, and sex are included. (MS)

ABSTRACT 22081

EC 02 2081 ED N.A.
Publ. Date Feb 70 13p.
Glasman, Naftaly S.
Teachers' Low Expectation Levels of Their Culturally Different Students: A View from Administration.
EDRS not available
Journal of Secondary Education; V45 N2 P82-94 Feb 1970

Descriptors: exceptional child research; disadvantaged youth; expectation; research needs; inservice teacher education; teachers; interviews; minority groups; Mexican Americans; Negroes; educational problems; teacher attitudes; teacher orientation

In order to determine and examine views of teachers about solutions having a high potential for success in overcoming problems resulting from teachers low expectation levels of culturally different students, 36 teachers working primarily with Mexican American or Negro students from elementary through secondary levels were interviewed. Teachers' views are presented on aspects such as: sources of educational deprivation, process of formulation of expectation level, problems resulting directly from expectation levels, and suggestions for avoiding or solving these problems. Recommendations for action which might help overcome some of the problems include suggestions for further investigations and for inservice training. (MS)

ABSTRACT 22111

EC 02 2111 ED 023 451
Publ. Date (67) 95p.
A Study of Visual Perceptions in Early Childhood.
Western New Mexico University, Silver City
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; culturally disadvantaged; American Indians; conservation (concept); visual perception; cultural factors; ethnic groups; Mexican Americans; perception tests perceptual development; preschool programs; rural youth; sensory training; visually handicapped; Frostig Visual Perceptions Test; Project Head Start

Over a period of three years a group of 510 rural children participated in a study of visual perceptions, including eye motor coordination, discernment of figures in a ground pattern, form constancy, position in space, and spatial relations, as measured by the Frostig Visual Perceptions Test. Visual perceptions of children of other cultures were compared

to those of children of the dominant Anglo-Saxon culture. The relationship of visual perceptions to cultural deprivation was also studied. The development of children's visual perceptions over a period of 18 to 25 months and the effectiveness of various types of programs in improving a child's visual perceptions were investigated. Results of testing showed that all rural children scored low in form constancy. Culturally deprived children scored lower in all perceptions, but visual perception handicaps were sometimes as great as eight times that of control group children. The value of the Frostig developmental training program was demonstrated. Pupil progress was retained for at least one academic year. The study concludes that visual perception handicaps result from cultural deprivation rather than from participation in a nondominant culture. Implications are that rural children would benefit from form constancy training during their first year at school. (MS)

ABSTRACT 22113

EC 02 2113 ED 023 498
Publ. Date 67 166p.
Goodwin, William L., Ed.
Bucknell Conference on Learning Problems of the Migrant Child, Report of Proceedings (Bucknell University, August 13-18, 1967).
Bucknell University, Lewisburg, Pennsylvania
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; learning difficulties; conference reports; consultants; demonstrations (educational); evaluation techniques; migrant children; migrant education; educational needs; program evaluation; teaching techniques

Consultants' papers dealing with educational priorities, learning problems, recommendations for improvement, and modern technology as they relate to migrant education are presented. Consultant and participant responses during a group discussion on facilitating the learning of migrant children appear in full. The report sets forth the schedule covering those events prior to, during and following the conference. Participants, instructors, and consultants are listed. An annotated bibliography is included as well as an evaluation of conference elements. Instruments used in the evaluation of this Title I, ESEA-funded conference conclude the document. (SW)

ABSTRACT 22228

EC 02 2228 ED 037 880
Publ. Date 69 554p.
Rosenquist, Carl M.; Megargee, Edwin I.
Delinquency in Three Cultures.
EDRS not available
University of Texas Press, 200 West 21st Street, Austin, Texas 78712 ($10.00).

Descriptors: exceptional child research; delinquency; cultural factors; cultural differences; delinquency causes; lower class males; economically disadvantaged; Mexican Americans; cultural background; Anglo Americans; educational background; social background; psychological testing; delinquents; delinquent behavior; behavior theories

The problem of delinquency is examined through a study of 300 boys in the three culture groups of lower-class Anglo-American residents of the Southwest United States (non Spanish or Indian culture), lower-class Mexican-Americans (residents of the United States of Mexican extraction), and lower-class Mexicans (residents of Mexico). The methodology and results of the investigation are discussed accompanied with detailed descriptions of responses from the Weschsler Intelligence Scales, the Choices Test, Offenses Test, Card Sort Test, Cartoon Test, Picture-Story Test, and a physical examination. A summary of the findings is presented with conclusions and implications derived from the results. The appendix provides descriptions of each boy individually in terms of family structure, social adjustment, behavior, and performances on the tests. Additional appendixes present statistical data on test responses. (RD)

ABSTRACT 22323

EC 02 2323 ED N.A.
Publ. Date 69 15p.
Kline, Carl L.; Lee, Norma
A Transcultural Study of Dyslexia: Analysis of Reading Disabilities in 425 Chinese Children Simultaneously Learning to Read and Write in English and in Chinese. A Preliminary Report.
EDRS not available
Bulletin of the Orton Society; V19 P67-81 1969

Descriptors: exceptional child research; learning disabilities; dyslexia; Chinese; testing

To study children with specific reading disabilities in English, Chinese, or both, 425 Chinese children attending an English speaking public school and a Chinese language school were subjects. The percentage of disabilities noted in each language and in both languages was below that reported in a majority of North American studies; only 4.7% had a reading disability for English while 8.9% had a disability in Chinese. These percentages increased to 9.1% and 13.3% respectively when the group with disabilities in both languages was added. Additional results are reported. Indications were that the most important factor in learning to read is the teaching method, and that a multisensory phonics approach is less likely to produce reading disability. (RJ)

ABSTRACT 22325

EC 02 2325 ED N.A.
Publ. Date Mar 70 10p.
Bruch, Catherine B.
A Proposed Rationale for the Identification and Development of the Gifted Disadvantaged.
EDRS not available
Gifted Children Newsletter; V12 N2 P40-9 Mar 1970

Descriptors: exceptional child education; gifted; disadvantaged youth; identification; Negroes; minority groups; ability; intelligence; ability identification

Issues in the identification and development of the gifted disadvantaged are presented. Responses to some questions raised by E. Paul Torrance are formulated. Abilities rewarded by disadvantaged cultures are discussed and these abilities are categorized according to Guilford's Structure of Intellect and presented in chart form. Suggestions for measurement of abilities of disadvantaged gifted students are made. (MS)

ABSTRACT 22382

EC 02 2382 ED N.A.
Publ. Date Jun 70 3p.
Lippman, Leopold
Deviancy: A Different Look.
EDRS not available
Mental Retardation; V8 N3 P6-8 Jun 1970

Descriptors: exceptional child education; mentally handicapped; culturally disadvantaged; racial attitudes; Negro education; minority groups; educational needs

It is described that early in the 1960's, national concern for the mentally retarded was high, while more recently the blacks and the Spanish-speaking have commanded public attention. The author here suggests there are basic similarities among these minorities and that their problems are in some degree the result of society's attitudes and actions toward them, rather than any quality inherent in these individuals. (Author)

ABSTRACT 22494

EC 02 2494 ED N.A.
Publ. Date 68 329p.
Dawson, Helaine
On the Outskirts of Hope.
EDRS not available
McGraw-Hill Book Company, 330 42nd Street, New York, New York 10036.

Descriptors: exceptional child education; disadvantaged youth; Negroes; black community; classroom communication; teaching techniques; rapport; instructional materials; changing attitudes; course content; cultural enrichment; educational needs

The text suggests teaching techniques, educational objectives, and instructional materials for use in instructing students from poverty areas. Discussions include starting procedures, establishing rapport, classroom communication, evolving course content and structure, broadening the perspective, changing attitudes and behavior, and some conclusions drawn from experience in the classroom situation. Appendixes describe teaching techniques, vocational education; audiovisual materials, and lists of materials and supplementary readings. (JM)

ABSTRACT 22521

EC 02 2521 ED 038 791
Publ. Date 69 108p.
Allen, Richard C.
Legal Rights of the Disabled and Disadvantaged.

National Citizens Conference on Rehabilitation of the Disabled and Disadvantaged, Washington, D. C.
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.50).

Descriptors: disadvantaged groups; handicapped; civil liberties; civil rights; laws; legislation; legal problems; mentally handicapped; mental illness; alcoholism; drug addiction; physically handicapped; minority groups; older adults; economically disadvantaged; socially disadvantaged; prisoners; services; rehabilitation

The movement of the disabled and disadvantaged from charity to rights is described, and laws defining and applying to these individuals are reviewed. Specific attention is given to the socially and economically disadvantaged, including minority ethnic groups, the offender, and the poor, and to the mentally and physically disabled, including the mentally retarded, the mentally ill, alcoholics and drug addicts, the physically handicapped, and the aged. Legal rights of all the disabled and disadvantaged are surveyed and general principles, specific needs, and suggestions for implementation are presented. (JD)

ABSTRACT 22603

EC 02 2603 ED N.A.
Publ. Date Mar 70 235p.
Carter, Thomas P.
Mexican Americans in School: A History of Educational Neglect.
EDRS not available
College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027 ($4.00).

Descriptors: exceptional child education; disadvantaged youth; Mexican Americans; cultural differences; school role; school community relationship; minority groups; community attitudes; sterotypes; discriminatory attitudes (social); cultural factors; culturally disadvantaged

The role of the school in Mexican American life is analyzed, based on extensive interviews with educators and visits to schools and special projects in the Southwest. Data are presented to document the low academic achievement and poor participation in schools of Mexican Americans. Three interrelated variables which influence their measure of success in school are examined at length. The effects of the Mexican American subculture are detailed, including the stereotype of the subculture held by many educators. Secondly, discriminatory school practices, policies of cultural exclusion, rigid or irrelevant curricula, and perpetuation of teachers' biases are shown to affect student performance. Also discussed is the influence of the Mexican American community social system on perceptions of the school and education. Suggested special school programs for Mexican American children include remedial and corrective programs; improved equipment, facilities, staff, and work-study programs; and programs to effect change in the areas of inservice teacher education, de facto segregation, the role of the school in the community, and the use of bilingual schools. A bibliography is included. (KW)

ABSTRACT 22627

EC 02 2627 ED N.A.
Publ. Date Mar 70 5p.
Arnold, Richard D.; Wist, Anne H.
Auditory Discrimination Abilities of Disadvantaged Anglo- and Mexican-American Children.
EDRS not available
Elementary School Journal; V70 N6 P295-9 Mar 1970

Descriptors: exceptional child research; auditory discrimination; auditory tests; Mexican Americans; phonemics; disadvantaged youth; Anglo Americans

To study differences in auditory discrimination between Anglo-American and Mexican-American children a test of phonemic discriminations was devised and pilot tested. Ninety disadvantaged Anglo-American children and 93 disadvantaged Mexican-American children in three age groups (6-6 to 7-5, 7-6 to 8-5, 8-6 to 9-5) were individually tested using a tape recorder. Forty work pairs in three scales were used--the Mexican-American Scale, the Anglo-American Scale, and the Control Scale. Results showed all forty items had positive coefficients of correlation. Reliability coefficients were: .81 for both the Mexican-American Scale and the Anglo-American Scale and .31 for the Control Scale. On the Mexican-American Scale the mean error scores for Anglo-Americans were significantly lower (p less than .01) than the scores for the Mexican-Americans. On the Anglo-American Scale, mean scores for the Anglo-Americans were also lower (statistically significant at p less than .01 for the older two groups). Limitations of the study were cited as cross validation, limited size of sample, and lack of replication. It was noted that Mexican-American disadvantaged children need practice in auditory discrimination and in reproducing unfamiliar sounds. (MS)

ABSTRACT 22691

EC 02 2691 ED N.A.
Publ. Date May 70 6p.
Garber, Michael and Others
The Ghetto as a Source of Foster Homes.
EDRS not available
Child Welfare; V49 N5 P246-51 May 1970

Descriptors: exceptional child services; disadvantaged youth; foster children; minority groups; foster homes; child welfare; ghettos; Puerto Ricans; child care

A child care agency instituted a program to recruit foster homes in a ghetto area (primarily Puerto Rican) for minority group exceptional children. The screening process for applicants was conducted by an interdisciplinary team (two of the three persons were Latin American) and consisted of several steps: office interview with the wife, conference among the team members, home visit with the family, and another screening conference with the psychiatric consultant. Training groups of four couples each, then met periodically with the group worker (psychologist). A child was matched with each family. Of the 93 applicants the first year, 20 families were finally accepted for placement, and 10 were awaiting training. During the first year, no crisis or family request caused a child to be removed from a foster home; no emergency service was required; children reacted positively (modification of behavior and ego-integrating adaptation were observed). (KW)

ABSTRACT 22702

EC 02 2702 ED N.A.
Publ. Date 70 11p.
Zobel, Jan
The Mexican-American School Child.
EDRS not available
Illinois Schools Journal; V50 N2 P103-13 Sum 1970

Descriptors: exceptional child education; disadvantaged youth; Mexican Americans; educational needs; English (second language); cultural disadvantagement; Spanish speaking; cultural differences; bilingual schools; failure factors

A description of the economic and social status of Mexican-Americans in the United States is followed by a discussion of the education of Mexican-American children. Factors hindering their achievement in American schools are described: inability of Spanish-speaking children to speak English; home distrust of the school and cultural differences which are often not understood by the teacher; and development of a negative self-concept, through which a child is forced to judge himself against the American school's norms of success, which contributes to an extremely high dropout rate. Theories of teaching English as a second language are reviewed. Suggestions made include bilingual schools, workshops, bilingual aides, after school classes, and more local and national legislation. (KW)

ABSTRACT 22711

EC 02 2711 ED 039 653
Publ. Date Dec 67 57p.
Goldman, Ronald J.; Torrance, E. Paul
Creative Development in a Segregated Negro School in the South.
Georgia University, Athens, College of Education
Office of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS mf,hc

Descriptors: exceptional child research; creative development; Negro students; cultural factors; creative ability; Negro education; Negro culture; elementary school students; culturally disadvantaged; testing

Designed to examine the cultural influences on creative development, the study analyzed imaginative stories by students from a segregated Negro school in Geor-

gia and from a middle class white school in Minnesota. The stories were evaluated in terms of originality, interest, style, and pressures of divergency and conformity. The students were further compared by teacher ratings and by performances on the Verbal Creative Thinking Task. Statistical data is provided for the results showing poorer creative ability among the Negro students, and implications regarding cultural causation are indicated. (RD)

ABSTRACT 22743

EC 02 2743 ED 039 685
Publ. Date 69 301p.
Hurley, Rodger L.
Poverty and Mental Retardation: A Causal Relationship.
EDRS not available
Vintage Books, 457 Madison Avenue, New York, New York 10022 ($1.95).

Descriptors: economic disadvantagement; disadvantaged youth; lower class; migrant problems; mentally handicapped; incidence; environmental influences; health conditions; welfare; educational programs; intelligence; public education; etiology; New Jersey

The incidence of mental retardation among the poor and the reasons for such high prevalence are the focus of the text which is based largely on the state of New Jersey. Mental retardation is viewed as a social pathology which thrives in the ghetto; the effects of poverty and racial prejudice are explored as are the assessment of intelligence and adaptive behavior. Also discussed are the following: poverty and organic impairment, deprivation and intellectual performance, public education and mental retardation, the health crisis of the poor, welfare, and food assistance programs. The plight of the poor in Newark is cited as an example of urban poverty, while rural poverty is examined through a case study of migrant laborers. (RJ)

ABSTRACT 22792

EC 02 2792 ED 010 118
Publ. Date 66 139p.
Green, Robert L. and Others
The Educational Status of Children During the First School Year, Following Four Years of Little or No Schooling.
Michigan State University, College of Education, East Lansing
EDRS mf,hc
CRP-2498
BR-5-0329

Descriptors: educational disadvantagement; educationally disadvantaged; educational status comparison; Negro students; achievement gains; school closing; disadvantaged youth; educational attitudes; occupational attitudes; intellectual development; occupational choice; aspiration; self concept; academic achievement; age differences; Prince Edward County (Virginia)

Following a 4-year closure period, standard cognitive and noncognitive measures were obtained on a significantly large group of Negro children before and after an 18-month period of resumed formal schooling in Prince Edward County, Virginia. Samples of students completing some formal education during the closure period and others having no education during this period were used to determine the variable impact of resumed formal schooling on their intellectual development, achievement levels, aspirations, self-concept, and attitudes toward school. Although data analysis showed general improvement in measured intelligence among the subjects after formal schooling was resumed, only those children who were totally deprived of formal education during the period of school closure exhibited significant gains; also totally deprived students made the greatest positive change in educational and occupational aspirations. Younger age groups were closer to national achievement norms than their older counterparts after schooling resumed. It was thus suggested that educational deficiencies among disadvantaged groups can possibly be reversed if sufficient resources, curriculum innovations, and competent teaching are obtained and administered properly. (JH)

ABSTRACT 22799

EC 02 2799 ED N.A.
Publ. Date May 70 5p.
Chambers, Donald E.
Willingness to Adopt Atypical Children.
EDRS not available
Child Welfare; V49 N5 P275-9 May 1970

Descriptors: exceptional child research; physically handicapped; mentally handicapped; emotionally disturbed; minority group children; adoption; parent attitudes; American Indians; Negro youth; Spanish Americans

A questionnaire was used to measure the willingess of social agency adoptive applicants to accept atypical (hard-to-place) children. The sample of 175 applicants were non-Indian, non-Negro, and non-Spanish American. The results indicated that the following percentages of the total sample were willing to adopt a child with a particular hard-to-place attribute: physical handicap (51%), age over 5 years (10%), American Indian (52%), Spanish American parentage (56%), Negro (2%), emotional disturbance (7%), mental retardation (22%). Two-thirds of the sample limited their willingness to only one type of attribute. Twelve traits of adoptive parents were selected; judgment is withheld whether the data support the hypothesis that there are certain traits associated with willingess to adopt atypical children. (KW)

ABSTRACT 23078

EC 02 3078 ED N.A.
Publ. Date Jul 70 5p.
Lowry, Laura M.
Differences in Visual Perception and Auditory Discrimination between American Indian and White Kindergarten Children.
EDRS not available
Journal of Learning Disabilities; V3 N7 P359-63 Jul 1970

Descriptors: exceptional child research; visual perception; auditory discrimination; Amercan Indians; learning readiness; reading readiness; preschool education; culturally disadvantaged

The study examines differences in the development of visual perception and auditory discrimination skills between Nez Perce Indian children and white children from the general population at the Lapwai public schools at the kindergarten age. Five areas of visual perception were tested with the Developmental Test of Visual Perception, and the ability to recognize differences that exist between the phonemes used in English speech was tested with the Wepman Auditory Discrimination Test. It was found that differences in visual perception and auditory discrimination exist between the Nez Perce Indian child and the white child enrolled in the Lapwai public school kindergarten. It was further concluded that the Nez Perce Indian child was not as prepared as his white contemporaries to succeed in reading tasks. (Author)

ABSTRACT 23079

EC 02 3079 ED N.A.
Publ. Date Jul 70 7p.
Saudargas, Richard A.; Thompson, Faith
Prescriptive Teaching in Language Arts Remediation for Black Rural Elementary School Children.
EDRS not available
Journal of Learning Disabilities; V3 N7 P364-70 Jul 1970

Descriptors: exceptional child research; Negro students; diagnostic teaching; language arts; elementary school students; psycholinguistics

Thirteen rural black elementary children participating within a school program which already included individualized language arts instruction were given intensive additional remedial exercises within the regular classroom. A comparable group of five children served as controls. Children in the treatment group received psycholinguistic remediation based upon Illinois Test of Psycholinguistic Abilities (ITPA) scores, linguistic patterning exercises and sound blending training. Visual strengths were used to help bolster auditory weaknesses and student motivation was increased through the application of techniques of behavioral reinforcement. Total Psycholinguistic Age (ITPA) was significantly higher for the experimental group following the three months treatment program. (Author)

ABSTRACT 23149

EC 02 3149 ED N.A.
Publ. Date 70 9p.
Scott, Ralph
Perceptual Skills, General Intellectual Ability, Race, and Later Reading Achievement.
Northern Iowa University, Office of Research;
Department of Health, Education, and Welfare, Washington, D. C.

EDRS not available

Reading Teacher; V23 N7 P660-8 Apr 1970

Descriptors: educational research; intelligence; perceptual development; reading; race; child development; environmental influences; research needs; visual perception; prediction; Negroes; Caucasians; kindergarten children; Seriation Test

Reported are a series of experiments which attempt to clarify the relationships between children's perceptual skills, general intellectual abilities, race, and later success in reading. The role of perception in the total development of the child and the relationship between the child's development and his environment are treated. Experiments are based on the theory of Piaget and Inhelder. (MS)

ABSTRACT 23163

EC 02 3163 ED 039 382
Publ. Date Apr 70 40p.
Stimulating the Environment for Disadvantaged and Minority Group Children. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors. exceptional child education; disadvantaged youth; minority group children; educational improvement; enrichment; talent development; self concept; Negro youth; urban education; conference reports; educational methods

Included in the report of the convention of the Council for Exceptional Children, 1970, are speeches on the disadvantaged and minority groups. Discussed are the positive influence on self concept of the new black image by Octavia B. Knight, the special needs of black students by Winifred Tillery, and new programs for talent retrieval in urban centers by E. Jean Thom. Additional papers concern new ways to retrieve talent by JoAhn Brown and the rise and fall of the Lincoln School by Marvin J. Gold. (JM)

ABSTRACT 23359

EC 02 3359 ED N.A.
Publ. Date 67 9p.
Van Tassel, Carol, Ed.
Guidelines for Professionals Working with Persons with Special Needs Developed from the Seminar for Supervisors and Teacher Educators of Teachers of Persons with Special Needs.
EDRS not available
Kentucky Research Coordinating Unit, Division of Vocational Education, University of Kentucky, Limestone and Euclid, Lexington, Kentucky 40506.

Descriptors: exceptional child education; professional personnel; guidelines; vocational education teachers; teacher education; individual characteristics; disadvantaged youth; racial discrimination; Negroes; work study programs; teacher seminars; teacher attitudes; teacher role; program planning; vocational education

Objectives for vocational education professionals working with persons with special needs are listed, and general program guidelines are presented. Characteristics of disadvantaged youth and of the additional problems of the Negro subculture are described along with the resulting educational implications. Desirable qualities of teachers and recommendations and guidelines for improving teacher education are stated. Also included are benefits of a work-study program for persons of special needs. (RD)

ABSTRACT 23385

EC 02 3385 ED N.A.
Publ. Date 70 3p.
Simpson, Robert L.
Study of the Comparability of the WISC and the WAIS.
EDRS not available
Journal of Consulting and Clinical Psychology; V34 N2 P156-8 Apr 1970
Reprints Available From Robert L. Simpson, California State College at Fullerton, 800 North State College Boulevard, Fullerton, California 92631.

Descriptors: exceptional child research; mentally handicapped; slow learners; educable mentally handicapped; intelligence quotient; intelligence tests; standardized tests; test reliability; Negroes; Anglo Americans; Mexican Americans; Wechsler Intelligence Scale for Children; Wechsler Adult Intelligence Scale

The comparability of the WISC and WAIS for below-average-intelligence subjects was assessed by administering the subtests of the two instruments in randomized order to 120 16-year-old students. Analysis of variance revealed higher WAIS than WISC Verbal (p less than .001), Performance (p less than .01), and Full Scales (p less than .001) IQs. The disparities were greater for black Americans than for Anglo-Americans (p less than .05) and Mexican-Americans (p less than .05). There were no significant sex differences. The WISC and WAIS are not comparable for below-average-intelligence students. (Author)

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